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ABSTRACT

This is the first in a series of papers on research, development, and training for bilingual/multicultural education. The first two sections of the paper describe Task Force findings specifying remedies available for eliminating past educational practices ruled unlawful under Lau v Nichols, particularly the section dealing with identification of the student's primary language, and the Chacon-Moscone Bilingual Education Act, California, which provides for identification of limited-English-speaking pupils in each school district. Next, the language census undertaken to comply with the Chacon-Moscone Bilingual Education Act, is described. The purpose of the census was to determine the number of limited-English-speaking pupils and to classify them according to primary language, age, and grade level. Subsequent sections describe the San Diego Observation Assessment Instrument; staff training; data analysis; criteria for placement of students; and the selection, adaptation and implementation of the San Diego Instrument by the State Department of Education. Finally, methodological issues are discussed, including problems encountered in scheduling, printing and delivery, technical quality of the test, and instrument validation. Appendices include lists of tests and publishers and copies of the following documents: the letter to parents from the Superintendent's office, the questionnaire to be completed by the parents, and the language assessment instrument. (AMH)

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The California Language Census Survey:

Field Methodology Issues

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The California Language Census Survey: Field Methodology Issues

Ricardo Cornejo
Adel Nadeau

A. The Lau Remedies

In 1975 the Office for Civil Rights convened a Task Force that would present some recommendations to comply with the decision of the Lau versus Nichols case. This task force prepared a paper with recommendations entitled Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau v. Nichols. The first section of the Lau remedies entitled "Identification of Student's Primary or Home Language" reads as follows:

> The first step to be included in a plan submitted by a district found to be in noncompliance with Title VI under Lau is the method by which the district will identify the student's primary or home language. A student's primary or home language, for the purpose of this report, is other than English if it meets at least one of the following descriptions:
>
> A. The student's first acquired language is other than English;
> B. The language most often spoken by the student is other than English;
> C. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.
>
> These assessments (A-C, above) must be made by persons who can speak and understand the necessary language(s). Then the district must assess the degree of linguistic function or ability of the student(s) so as to place the student(s) in

one of the following categories by language:

A. Monolingual speaker of the language other than English (speaks the language other than English exclusively);
B. Predominantly speaks the language other than English (speaks mostly the language other than English, but speaks some English);
C. Bilingual (speaks both the language other than English and English with equal ease);
D. Predominantly speaks English (speaks mostly English but some of the language other than English);
E. Monolingual speaker of English (speaks English exclusively).

In the event that the student is multilingual (is functional in more than two languages in addition to English), such assessment must be made in all the necessary languages.

In order to make the aforementioned assessments the district must, at a minimum, determine the language most often spoken in the student's home, regardless of the language spoken by the student in the social setting (by observation).

These assessments must be made by persons who can speak and understand the necessary language(s). An example of the latter would be to determine by observation, the language used by the student to communicate with peers between classes or in informal situations. These assessments must cross-validate one another (Example: student speaks Spanish at home and Spanish with classmates at lunch). Observers must estimate the frequency of use of each language spoken by the student in these situations.

In the event that the language determinations conflict (Example: student speaks Spanish at home, but English with classmates at lunch), an additional method must be employed by the district to make such a determination (for example the district may wish to employ a test of language dominance as a third criterion). In other words, two of the three criteria will cross-validate or the majority of criteria will cross-validate (yield the same language). (Office for Civil Rights, 1975)

The Lau remedies go on to specify some other criteria dealing

with diagnostic, prescriptive approach, educational program selection, required and elective courses, teacher requirements, racial/ethnic isolation and/or identifiability of schools and classes, notification to parents of students whose primary or home language other than English, and evaluation. Those areas are not within the scope of this paper and will not be discussed here.

B. AB 1329

The Chacón-Moscone Bilingual Education Act, AB 1329, was enacted by the California Legislature to ensure that public schools provide a linguistically comprehensible education for limited-English-speaking (LES) and non-English-speaking (NES) students in kindergarten through grade 12. Pursuant to the identification of LES/NES students, section 5767.3 of the proposed provision, states

> 5767.3. (a) Each school district shall ascertain, in the month of October of each year, under regulations prescribed by the State Board of Education, the number of limited-English-speaking pupils within the district, and shall classify them according to their primary language, age, and grade level. The census shall be taken by individual, actual count and not by estimates or samplings. The results of this census shall be reported to the Department of Education by the first day of December of each year
>
> (b) The superintendent shall prescribe uniform census-taking methods, applicable to all school districts in the state. Such census-taking methods shall require an assessment, on a language dominance survey instrument designated by the superintendent, of all pupils whose primary language is other than English.

C. The Language Census

In order to prescribe a uniform census taking method, the State Department of Education of California convened a committee of education practitioners for the purpose of reviewing and recommending a language assessment instrument to comply with the provisions found in Section 5767.3, a, b, of AB 1329. The committee was composed of individuals representing the State Department of Education,

the University of California system, research and development centers, school districts, universities of the California State University system, regional labs, and Title VII research and development centers. (The two authors of this paper were part of that Committee.) This Ad Hoc Committee met from December, 1976 until the end of March, 1977 and it reviewed 22 different oral language assessment instruments. The Committee used the following criteria to determine adequacy of the instruments to be used as part of the State Census Survey that would take place in October, 1977:

1. Does the instrument identify NES and LES?
2. Does it consider the various linguistic features such as phonology, morphology, syntax, semantics, lexicon?
3. Does it measure listening, speaking, reading and writing skills?
4. Is the test practical?
   a. How long does it take to administer?
   b. Is it individual or group administered?
   c. Is a record keeping system provided?
   d. Is it easy to score?
   e. Does it offer devices for the interpretation of results?
5. Does it contain oral or written stimuli?
6. Does it require oral and/or written responses?
7. Does a technical report accompany the instrument addressing such issues as validity, reliability, and norming?
8. Is the instrument appropriate for the grade/age level designated?
9. Are alternate forms of the instrument available?
10. Does it have an English and mother tongue version? (Cornejo, 1977)

The Committee analyzed 22 different oral language assessment tests such as the Bahía Oral Language Test, the Basic Inventory of Natural Language, the Bilingual Syntax Measure, the Gloria and David Oral Language Assessment, the James Language Dominance Test, the Language Assessment Battery, the Language Assessment Scales, the

MAT-SEA-CAL, the Observation Assessment Instrument, the Short Test of Linguistic Skills and quite a few others. (A complete list of the test that were analyzed and their authors is presented in Attachment A.) After analyzing all of these tests, it was decided that the one that met most of the criteria identified by the State Department of Education and by the Ad Hoc Committee was the Home Language Survey and the Observation Assessment Instrument both of them developed by the San Diego City School District to comply with the Lau remedies. This battery was designed by the San Diego City Schools as part of its comprehensive plan developed to comply with the requirements of the Office for Civil Rights, as mandated by the Lau remedies.

D. The San Diego Observation Assessment Instrument

> The SDOAI was developed by personnel of the San Diego Unified School District in response to the need to determine LES/NES students to comply with Lau vs. Nichols (94 S. Court 986-1974.) A prototype of the SDOAI was first developed in the Spring-Summer of 1976. Subsequent revisions were made and the instrument modified and field tested in the Fall of 1976. The present version of the SDOAI was then administered to a large multi-lingual and multi-ethnic student sample (N = 20,000). Based on field testing, teacher rating, and comparative data, the SDOAI was judged adequate. (Cervantes, 1977)

The SDOAI was developed as part of the initial phase of the comprehensive educational plan prepared by the San Diego School District in order to identify all non-and limited-English speaking students in the district. This task was performed in two steps: The first one was the identification process to determine the students' primary home language. The second step was the identification and cross validation of students' primary language by a language observation assessment.

1. The Home Language Survey (See Attachments B and C): In November, 1976, the San Diego School District sent the homes of children a Home Language Survey which had been developed by the District's Bilingual Planning Committee. The survey consisted of five questions intended to determine the language first acquired by the student and the language(s) spoken in the home. In order to serve the most important languages spoken in the area, the survey was printed in three languages English, Spanish and Pilipino. Additionally, the Bilingual Planning Committee developed the survey

in ten more languages that were represented in the district. These were Chamorro (Guamanian), Chinese, French, Greek, Italian, Japanese, Laotian, Portuguese, Samoan, and Vietnamese. (In 1977/78 the San Diego Instrument had been prepared in 23 different languages.) The San Diego School District sent these home language surveys to the parents of the approximately 120,000 students attending schools in the district. The responsibility of this task was in the hands of the principals, the teachers and the aides. These individuals sent the surveys to the homes, made sure that parents would return them, then gathered the information and send the survey back to the district office where data analysis would take place. The surveys were compiled in the central office by the staff of the San Diego City School District under the supervision and direction of the Bilingual Planning Committee. The analysis of the data showed that approximately 20,000 students in the San Diego City School District belonged to homes where a language other than English was spoken. The analysis also showed that more than 50 different languages were spoken in the District. The data gathered from the analysis of the Home Language Survey were the basis for the administration of the Language Observation Assessment which was the second step in the identification of the non-and limited-English-speakers in the district.

2. The Language Observation Assessment: The Language Observation Assessment was administered to each one of the 20,000 students who came from homes where a language other than English was spoken. This observation comprises three parts (See Attachment D):

(a) The first part of the Observation Assessment Instrument (See Attachment D) involves a one to one interview between a trained bilingual observer and a student. Each student is asked to choose from a set of pictures depicting a situation and is asked a series of open questions, first in the home language and then in English. The pictures used by the Observation Assessment Instrument came from the series People in Action. The Observation Assessment Instrument has an initial question in order to place the student according to his or her proficiency and has three levels of difficulty. The student is placed at Level 1 if he or she is able to list objects and people in the picture. The student is placed in Level 2 if he/she is able to tell about the picture using sentences or phrases, and he/she is placed in Level 3 if the student is able to expand conversationally from the picture and explains his/her ideas, experiences, feelings, etc. Each one of these levels is scored as:

C = Comprehension
MP = Minimal Production
FP = Full Production
P = Production at Level 3

(b) The second part is the Free Activity Observation (See Attachment D.) This Free Activity Observation is done if the student (1) does not respond sufficiently or (2) consistently mixes the languages or (3) there is some doubt regarding the student's language dominance. During the Free Activity Observation one observer watches a student in some unstructured activities

such as on the playground, at lunch, at recess, or before school.

(c) The third part of the Observation Assessment Instrument is the Final Assessment (See Attachment D.) The final assessment records the composite estimate of the language spoken at home and the degree of fluency in English during the interview or the result of the interview and the Free Activity Observation. In order to comply with the classifications determined by the Lau vs. Nichols remedies, the San Diego School District determined seven categories where children would be placed:

1. Non English	(corresponds to A students in Lau classifications)
2. Limited English	(corresponds to B students in Lau class.)
3. Bilingual	(corresponds to C students in Lau class.)
4. Limited Other language	(corresponds to D students in Lau class.)
5. English Only	(corresponds to E students in Lau class.)
6. Mixes Languages in Both Interviews	(special cases)
7. No Response in Either Language	(special cases)

E. Staff Training

In order to train people for this project, the Bilingual Planning Committee of the San Diego City School District also developed a demonstration video tape. This video tape was used in a series of training sessions. The video tape was prepared by the Media Department of the school district. The preparation of the assessment instrument was done by the Bilingual Office of the district and the translations into the various languages were done by the bilingual staff of the school district in collaboration with the

Lau Center staff at the Institute for Cultural Pluralism and with various members of the communities represented by those languages. The administration of the assessment instrument was done by principals and trained staff within the various schools in the district. In order to inform the school personnel about this testing instrument, the staff of the Bilingual Education Office prepared a series of workshops which took place in March of 1977. During these workshops, the administrators, principals and staff members of the school districts learned about the legal implications and the ramifications that the Lau remedies had with respect to complying with the law, and in terms of meeting the needs of the non-and limited-English-speaking students. The workshops that were planned by the San Diego School District were aimed at administrators, teachers, key personnel, and community members who would help in the administration of the instrument. The core group of the Bilingual Planning Committee trained a number of specialized personnel and in turn these people trained over 700 bilingual counselors, paraprofessionals, teachers, and administrators who would eventually administer the instruments to students. Other individuals who also participated in these efforts were the members of the local universities and some communities such as the Union of Pan Asian Conference. It is important to mention these things because this was a massive effort where the administration, the teachers, the staff, the paraprofessionals, the members of the local institutions of higher education, and the community participated in the project. The various assessments took place between March and April, 1977. About 80 per cent of the district

assessment had already been completed by May 15, 1977. The analysis of the results of the assessment instrument determined what students in the school district fell into the categories of "non-English-speaking" and "limited-English-speaking" as well as those considered "mixes languages." According to Lau guidelines, these children would qualify for bilingual education. The fact to be considered here is that these children were supposed to receive bilingual instruction only if they were below their grade level with respect to standardized achievement tests administered in the school district. The San Diego School District determined that the students who were underachieving, that is to say those scoring below a district predetermined quartile in Math and Reading, would qualify for bilingual instruction.

F. Data Analysis

The San Diego School District is now in the process of analyzing the data of the 1977-1978 administration of the observation instrument in order to determine levels of validity and reliability and also in order to cross-reference the findings of the survey with scholastic achievement in those students considered to be "limited-English-speaking" and "non-English-speaking."

G. Placement of Students

The Bilingual Planning Commitee, in collaboration with the Evaluation Services and Data Systems developed a series of steps toward final identification of LES/NES students.

1. Those students classified as "non-English-speaking," "limited-English-speaking," or "mixes languages" were considered qualified for bilingual instruction through one of several bilingual education models developed by the district.
2. Secondary students listed as "bilingual" but whose achievement was below a district-predetermined quartile in Reading and Math were considered "limited-English-speaking." This reclassification qualified them for bilingual instruction.
3. Those students classified as "limited other language," or "bilingual" would qualify for bilingual instruction depending on their scholastic achievement as reflected in standardized achievement test data.

In summary: The San Diego language assessment model considered three factors in determining the need to provide bilingual instruction to NES/LES students. These were: home language survey, observation assessment instrument, and scholastic achievement.

It was this comprehensive model designed and implemented by the San Diego City Schools that led the Ad Hoc Committee of the California State Department of Education to the conclusion that the San Diego instrument was a most promising one that could be used for the language survey that the State was going to perform at the state level to comply with the requirements of AB 1329.

H. Selection, Adaptation, and Implementation of the San Diego Instrument by the State Department of Education

1. Modifications

Once the State Department of Education decided to implement the recommendations of the Ad Hoc Committee, a few changes were recommended. The San Diego Home Language Survey was modified by reducing the original five questions to four and by some basic editing (See Attachments C and E.) The general directions for the application and administration of the Observation Instrument were expanded. The introduction was also expanded in order to cover the needs of the whole State of California. In its final form, the survey was prepared in English and in the seven major primary languages spoken in the State of California. Another major change in the San Diego Instrument was the elimination of the Free Activity Observation (See Attachment D.)

It was general agreement both among the members of the Ad Hoc Committee and also among representatives of the California State Department of Education that the Free Activity Observation would be too time consuming, considering the number of students to be tested. The various modifications of the San Diego Instrument were designed and incorporated by the Census Planning Committee, a group of specialists convened by the State Department of Education.

2. Languages Chosen

The California Department of Education printed the Home Language Survey in English on one side and on the opposite side

they printed a certain number of translations as follows: 1,360,000 in English; 85,000 in Cantonese; 55,000 in Tagalog; 55,000 in Vietnamese; 45,000 in Portuguese; 22,000 in Korean; and 20,000 in Japanese. As for the quantities, 4.5 million copies were printed of the Home Language Survey and 600,000 of the Observation Assessment Instrument.

3. Training Testers

In the summer of 1977, the Center for the Study of Evaluation at UCLA prepared the training materials that would be used in the training of personnel who would administer the assessment instrument in October of 1977 as mandated by law. The Center for the Study of Evaluation prepared these materials under contract with the State Department of Education. The training of personnel followed very much the same steps as those by the San Diego City School District. A training tape was prepared, a trainer's Handbook was designed and a Guide for test administrators was also developed. A core of personnel identified by specialists from the Center for the Study of Evaluation, the Office of Bilingual Education, and the Office of Research and Evaluation in the State Department of Education organized a series of training workshops in all of the state of California. From August, 1977 to October, 1977, more than 4,000 individuals were trained to be able to administer the instrument. Most school districts in California used the San Diego Assessment Instrument. Some school districts who had provided classrooms as field testing grounds for the

development of other highly reliable and valid assessment instrument requested waivers in order to be allowed to use their own instruments.

I. Methodological Issues

Considering the magnitude of the effort, and the time and material constraints, the California State Department of Education did a fantastic job in preparing personnel and delivering materials to school sites. Listed below are some of the problems encountered in the implementation of the census:

1. Scheduling: Some of the school districts were delayed in about two months in completing the survey. The law specifies that the survey is to take place in October. Nevertheless, some school districts were conducting the survey sometime in January, 1978.

2. Printing and Delivery: As it usually happens in undertakings of this nature, some school districts did not receive their materials on time. In some cases the video tape or the testing materials would be delayed in the mail.

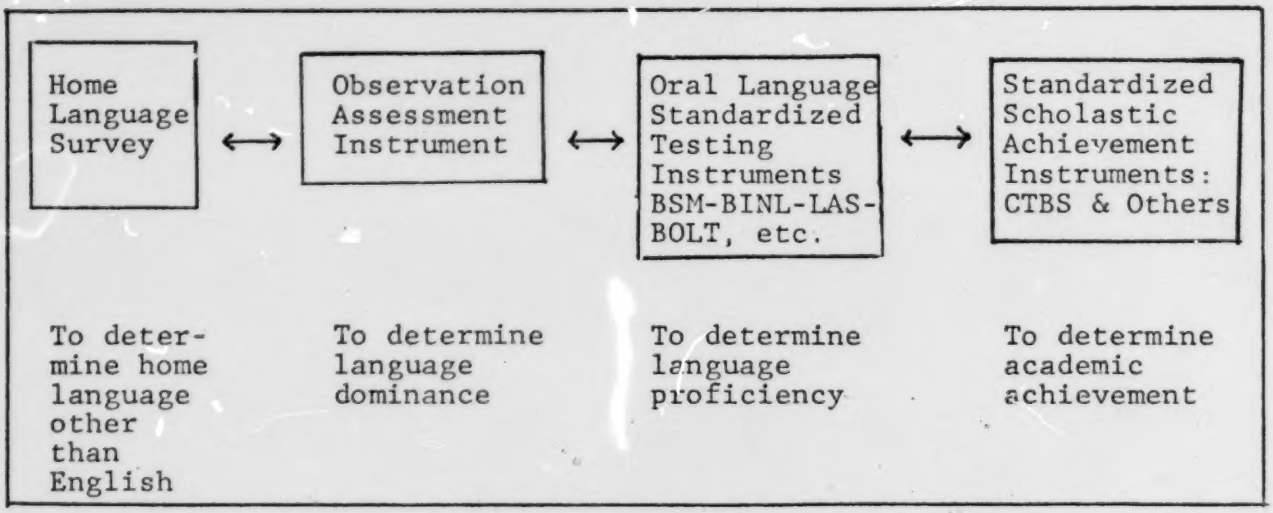
3. Technical Quality of Test: Perhaps the most serious issue that created great concern in bilingual circles was the fact that the San Diego Assessment Instrument seemed to be too easy in some districts where bilingual children appeared to be fluent in English but nevertheless, when compared with their academic achievement and observation on the part of the teachers,

they would be classified as limited-English-speakers. In many cases, this should not have been a problem, since the Instrument was supposed to determine language dominance only. A student who was identified as FES (fluent-English-speaking) by the SDOAI, and who was achieving below school district standards in Reading and Math should qualify for bilingual instruction, according to the Lau remedies. Thus, those school districts where the SDOAI identified too many FES students (in comparison to local bilingual educators' estimates), the final criterion should have been the scholastic achievement data of those students who were considered questionable cases in terms of their language dominance.

4. Validation of Instrument: These findings make it extremely necessary to gather technical data about the validity and reliability of the San Diego Instrument for future usage. The San Diego Observation Instrument in its present form presents an excellent opportunity for data analysis and for further research in order to refine the instrument, maybe to include levels of language proficiency. It could also offer specific directions and recommendations with respect to other instruments to be used to develop bilingual instruction models which would offer specific guidelines for initial placement of children and for exit criteria.

The Office of Bilingual Education of the San Diego City Schools is now considering the possibility of designing a pilot research effort in order to cross-validate the Observation Assessment

Instrument with other established instruments being used in the district. An effort of this nature would provide technical data for validity and reliability indices. The chart below shows the possible components to be cross-validated:


Home Language Survey
Observation Assessment Instrument
Oral Language Standardized Testing Instruments BSM-BINL-LAS-BOLT, etc.
Standardized Scholastic Achievement Instruments: CTBS & Others
To determine home language other than English
To determine language dominance
To determine language proficiency
To determine academic achievement

All of the information necessary to cross-validate these surveys and instruments is stored in the computerized system of the San Diego City Schools. Consequently, no further testing would be necessary to implement a research design such as the one being proposed here.

The cross-validation of the SDOAI would benefit both the San Diego Schools and the California State Department of Education since its end-product would be a Technical Report that would validate the findings of the Language Census Survey.

A project of this nature would strengthen bilingual education research efforts in the State of California.

References

Ab 1329 - Chacón-Moscone: California Bilingual Education Act.

Cervantes, Roberto. "State of California Language Census: Instrumentation and Program Exit Criteria." Sacramento, California: State Department of Education, May, 1977.

Cornejo, Ricardo. "Report with Recommendations for Language Census Mandated by AB 1329." Los Angeles, California: Center for the Study of Evaluation, 1977.

Office for Civil Rights. Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful under Lau v. Nichols. Washington, D.C., Summer 1975

San Diego City Schools. "A Plan to Meet the Needs of Non-and Limited-English-Speaking Students in San Diego City Schools: A Compliance Document to Meet the Requirements of the Office for Civil Rights." San Diego, California, July, 1977.

ATTACHMENTS

ATTACHMENT A

LISTS OF TESTS AND PUBLISHERS

Name	Publisher/Developer
Assessment of Oral Language Proficiency	Office of ESL/Bilingual Education Los Angeles Unified School Distri 450 N. Grand Avenue Los Angeles, California 90012
Bahía Oral Language Test (BOLT)	Bahía, Inc. P.O. Box 9337 No. Berkeley Station Berkeley, California 94709
Basic Inventory of Natural Language (BINL)	Chess & Assoc., Inc. 4401 Birch Street Newport Beach, California 92663
Bilingual Syntax Measure (BSM)	Harcourt, Brace, Jovanovich, Inc. 757 Third Avenue New York, New York 10017
Del Río Language Screening Test	National Educational Laboratory Publications P.O. Box 1003 Austin, Texas 78767
Dos Amigos Verbal Language Scales	Academic Therapy Publications 1539 Fourth Street San Rafael, California 94901
Gloria and David Oral Language Assessment	Institute for Cultural Pluralism School of Education San Diego State University San Diego, California 92182
Home Language Survey	Bilingual Office San Diego Unified School District 4100 Normal Street San Diego, California 92103
James Language Dominance Test	Learning Concepts 2501 N. Lamar Austin, Texas 78705
Language and Racial/Ethnic Survey	SIGMA Company 3080 Olcott St. Suite 105D Santa Clara, California 95050

Name	Publisher/Developer
Language Assessment Battery (LAB)	Office of Education Evaluation New York City Board of Education 110 Livingston Street New York, New York 11201
Language Assessment Scales (LAS)	De Avila, Duncan, & Associates P.O. Box 770 Larkspur, California 94939
Language Facility Test English/Spanish	The Allington Corporation 801 North Pitt Street #701 Alexandria, Virginia 22314
MAT-SEA-CAL Oral Proficiency Test	Seattle Public Schools 815 Fourth Avenue North Seattle, Washington 98109 and Center for Applied Linguistics 1611 North Kent Street Arlington, Virginia 22209
Observation Assessment Instrument	Bilingual Office San Diego Unified School Distric 4100 Normal Street San Diego, California 92103
Quick Language Assessment Inventory	Moreno Educational Company 7050 Belle Glade Lane San Diego, California 92119
Short Test of Linguistic Skills	Department of Research & Evaluation Chicago Board of Education, Rm.2 2021 N. Burling Street Chicago, Illinois 60614
Prueba de Comprensión Auditiva	Ministry of Education San Juan, Puerto Rico
Prueba de Lectura-Español	Ministry of Education San Juan, Puerto Rico
Spanish/English Balance Test	Stanford Center for Research and Development in Teaching School of Education Stanford University Stanford, California 94305

Name	Publisher/Developer
Spanish/English Language Performance Screening (SELPS)	Southwest Educational Development Laboratory Austin, Texas 78901
Test for Auditory Comprehension of Language	Learning Concepts 2501 N. Lamar Austin, Texas 78705

ATTACHMENT B

SAN DIEGO CITY SCHOOLS

OFFICE OF THE SUPERINTENDENT
EDUCATION CENTER
4100 Normal St, San Diego, CA 92103
(714) 293-8418

Dear Parent(s)/Guardian(s):

As a result of a recent U.S. Supreme Court ruling (Lau v. Nichols), schools must determine the language(s) spoken in the home by each student and his or her family. Clearly, you are most qualified to provide the school with this information.

Please take a few moments to complete the attached questionnaire about the language(s) spoken in your home. After answering the questions, please have your son or daughter return the questionnaire to his/her teacher as soon as possible.

You may be assured that the information which you provide in the questionnaire will be used only to assist the district in planning programs to provide the best possible educational opportunities to all students in the district.

Access to the information provided in the questionnaire, as with other student records, cannot be released without special permission from you. Only those persons with legitimate educational interests, including in this case the Office for Civil Rights, will have access to this information.

Please stress to your son or daughter the importance of returning the completed questionnaire as promptly as possible. Do not hesitate to call your school principal if you have questions about the survey. Thank you for your assistance in helping us meet this requirement.

Sincerely,

Thomas L. Goodman
Superintendent

SAN DIEGO CITY SCHOOLS
HOME LANGUAGE ASSESSMENT SURVEY

Date
Fecha
Petsa

School
Escuela
Paaralan

Please answer the following questions.
Favor de contestar las siguientes preguntas.
Pakisuyong sagutin ang mga sumusunod na tanong.

1. *Name of student*

	Last	*First*	*Middle*	*Grade*	*Birth Date*
Nombre del alumno	Apellido	Primero	Segundo	Grado	Fecha de Nacimiento
Pangalan ng mag-aaral	Apelyido	Una	Apelyido ng Ina	Baytang	Kapanganakan

2. *Which language did your son or daughter learn when he or she first began to talk?*
Cuando su hijo o hija empezó a hablar -¿cuál idioma aprendió primero?
Aling wika ang natutuhan ng iyong anak simula ng siya ay matutong magsalita?

3. *What language does your son or daughter most frequently use with adults in the home?*
¿Cuál idioma usa principalmente su hijo o hija cuando conversa con adultos de su casa?
Anong wika ang pinaka-malimit na sinasalita ng iyong anak sa mga nakatatandang kasama sa tahanan?

4. *Which language is used most frequently by the adults in your home?*
¿Cuál idioma usan los adultos de su casa con más frecuencia cuando conversan entre ellos mismos?
Aling wika ang pinaka-malimit gamitin ng mga nakatatanda sa inyong tahanan?

5. *What language do you use most frequently to speak to your son or daughter?*
¿Cuál idioma usa Ud. con más frecuencia cuando habla con su hijo o hija?
Anong wika ang pinaka-malimit mong sinasalita sa iyong anak?

6. *Name the language or languages spoken in your home.*
¿Cuál(es) idioma o idiomas se hablan en su casa?
Itala mo ang wika o mga wika na sinasalita ninyo sa inyong tahanan.

Signature of parent or guardian
Firma del padre de familia o tutor
Lagda ng magulang o tagapangalaga

This information will be used by district and U. S. Office for Civil Rights to develop school programs.
Esta información se usará por el distrito escolar y La Oficina de Derechos Civiles para desarrollar programas escolares
Ang kabatirang ito ay gagamitin ng Distrito at ng Tanggapan ng Pamamahala ng Karapatan ng Mga Mamamayan sa pagbabalangkas ng mga gawaing pampaaralan.

ATTACHMENT C

SAN DIEGO CITY SCHOOLS
OBSERVATION ASSESSMENT INSTRUMENT

ATTACHMENT D

NAME _____

SCHOOL _____

KEY
C - Comprehension
MP - Minimal Production
FP - Full Production
P - Production at Level III

SPANISH

INITIAL QUESTION: This question may elicit a Level II or Level III response. Begin marking at that level.

"DIME ALGO DEL RETRATO (CUADRO)."

LEVEL I: Student is able to list objects, people, etc. in the picture.

"¿QUÉ VES EN EL RETRATO (CUADRO)?"

"¿CÓMO SE LLAMAN LAS COSAS EN EL RETRATO (CUADRO)?"

(Prompt) "¿Qué más ves? Enséñame _____."

C ☐ MP ☐ FP ☐

LEVEL II: Student is able to tell about the picture using sentences or phrases. (Accept logical one-word answers.)

"¿QUÉ ESTÁ PASANDO EN EL RETRATO (CUADRO)?"

(Prompt) "¿Hay algo más?" "¿Qué más está pasando?" "Dimè algo más sobre eso." "¿Qué cosa te dice eso?"

C ☐ MP ☐ FP ☐

LEVEL III: Student is able to expand conversationally from the picture; student expresses ideas other than those in the picture (experiences, feelings, etc).

"¿EN QUÉ TE HACE PENSAR ESTE RETRATO (CUADRO)?"

"SI ESTUVIERAS EN EL RETRATO (CUADRO), ¿QUÉ ESTARÍA PASANDO?"

"¿QUÉ ESTARÍAS HACIENDO? ¿POR QUÉ?"

(Prompt) "Si estuviéras en el retrato (cuadro), ¿cómo te sentirías? ¿Por qué?"

"¿Por qué piensas eso (así)?"

C ☐ MP ☐ (with difficulty) P ☐ (with ease)

NO RESPONSE ☐

NAME _____

SCHOOL _____

KEY
C - Comprehension
MP - Minimal Production
FP - Full Production
P - Production at Level III

ENGLISH

INITIAL QUESTION: This question may elicit a Level II or Level III response. Begin marking at that level.

"TELL ME ABOUT THE PICTURE."

LEVEL I: Student is able to list objects, people, etc. in the picture.

"WHAT DO YOU SEE IN THE PICTURE?"

"NAME THE THINGS IN THE PICTURE."

(Prompt) "What else do you see? Point to the _____."

C ☐ MP ☐ FP ☐

LEVEL II: Student is able to tell about the picture using sentences or phrases. (Accept logical one-word answers.)

"WHAT IS HAPPENING IN THE PICTURE?"

(Prompt) "Anything else?" "What else is happening?" "Tell me about that." "What tells you that?"

C ☐ MP ☐ FP ☐

LEVEL III: Student is able to expand conversationally from the picture; student expresses ideas other than those in the picture (experiences, feelings, etc).

"WHAT DOES THIS MAKE YOU THINK OF?"

"TELL ME A STORY ABOUT THE PICTURE."

"IF YOU WERE IN THAT PICTURE WHAT WOULD THE STORY BE?"

"WHAT WOULD YOU BE DOING? WHY?"

(Prompt) "If you were in the picture, how would you feel? Why?" "Why do you think?"

C ☐ P ☐ (with difficulty) P ☐ (with ease)

NO RESPONSE ☐

IDENTIFICATION

Name _____ Language X _____

Grade _____ Observer _____

School _____ Date _____

FREE ACTIVITY OBSERVATION

TO BE DONE ONLY IF IN THE INTERVIEW THE STUDENT:

1. does not respond sufficiently, or
2. consistently mixes languages, or
3. there is any doubt regarding the student's language dominance.

To be done while the student is involved in unstructured activities:

1. on the playground
2. at lunch, recess, or before school.

NOTE: Do not observe structured activities such as physical education, guided games, etc.

EVALUATION OF FREE ACTIVITY
(Mark one box only.)

Only English ☐	A combination of both English and Language X ☐	Only Language X ☐
Mostly English ☐	Mostly Language X ☐	No verbal response ☐

FINAL ASSESSMENT

Final assessment based on Language X and English interviews; or interviews and free activity observation.

Check one only:

1. Non-English . . . . . ☐ 1
2. Limited English . . . . . ☐ 2
3. Bilingual . . . . . ☐ 3
4. Limited Other Language . . . . . ☐ 4
5. English Only . . . . . ☐ 5
6. Mixes languages in both interviews . . . . ☐ 6
7. No response in either language . . . . . ☐ 7

Observer comments: ☐ Check here if comments on reverse side.

ENGLISH

Date _____ School _____

Teacher _____

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: _____ _____ _____
Last First Middle Grade Age

1. Which language did your son or daughter learn when he or she first began to talk? _____
2. What language does your son or daughter most frequently use at home? _____
3. What language do you use most frequently to speak to your son or daughter? _____
4. Name the languages in the order most often spoken by the adults at home:
   a. _____
   b. _____
   c. _____

State of California
Department of Education
OPER - LS 77

_____
Signature of parent or guardian

ATTACHMENT E